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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | **Grade Level: Second Grade** | | | | | **Date(s): September 5 – September 9**  Holiday on 9/5/16 | | |
| **Curriculum Area:**  **Reading and Writing** | Reading 3D assessments run Sept. 3 to Sept. 21 | | | **I Can Statements /Learning Targets**  I can answer questions as I read. (who, what, when, where, how, why)  I can participate in discussions with my teachers and classmates.  I can use images to help me understand details in a text.  I can write about an event in my life. | | | | |  | | |
| **Content :**  Common Core Standards & Essential Standards | **RL 2.1** – Ask and answer, such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **RL 2.7 –** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot  **RI 2.1 –** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **RI 2.7 -** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text Integrate into science and social studies units  **RF 2.4a –** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.  **RF 2.4** b – Read on-level text orally with accuracy, appropriate rate,, expression on successive readings.  **W 2.3 -** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **SL 2.1 A, B, C-** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **A.** Follow agreed-upon rules for discussions  **B.** Build on others’ talk in conversations by linking their comments to the remarks of others  **C.** Ask for clarification and further explanation as needed about the topics and texts under discussion  **SL 2.6 -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  **L2.1a** –Create readable documents with legible print.  **L 2.2a -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographical names.  **L 2.2b** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closing of letters.  **L 2.4d** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, etc.) | | | | | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | Why do we ask questions as we read?  What are readers thinking about as they read?  What is the purpose of communication??  What impact does listening have?  Why do we write? | | | | **Higher Order Thinking/Revised Blooms:**  Needs to be specific to the text used in the classroom.  Use knowledge level questions. | | | **Technology Standard**  **2.SE.1.1** Use technology hardware and software responsibly**.**  **2.SE.1.2** Explain why safe use of electronic resources is important.  **2.SE.1** Understand issues related to the safe, ethical, and responsible use of information and technology resources. | | | |
| **Vocabulary:**  Academic/Content | Question answer text selection passage paragraph illustrations events details fluently expression independent  Informational text Images diagrams charts, graphs narrative writing  Collaboration conversation discussion comments | | | | | | | | | | |
| **Materials/resources:** | \*Books for read aloud lessons re: friendship or school \*What is Law? passage from readworks.org \* books for Daily 5 read to self rotation Daily 5 book \*FCRR.org phonics and compound words \*<http://www.uen.org/Lessonplan/preview?LPid=13889> (narrative writing) \*Books on citizenship and laws | | | | | | | | | | |
| **Daily Five Activities for the Week** | **Read to Self**  Continue with read to self | **Read To Someone** | | | | **Listen to Reading** | **Word Work**  <http://www.fcrr.org/studentactivities/P_029a.pdf>  Short vowel closed sort  Add Compound words <http://www.fcrr.org/studentactivities/v_009b.pdf> | | | | **Work on Writing**  Students will continue to work on their first draft of their narratives or their rewrites after conferencing with the teacher. |
| **Monday**  **Subject Integration:**  Social studies – Roles of (classroom) citizens | **Whole Group (Teacher inserts read aloud time through out the week with a second-third grade level book. Models questions during reading)**  ***Reading Informational Text***  Review questions by good readers and right there questions.  [www.readworks.org](http://www.readworks.org)  What is a Law? Lexile 400  Introduce and first read text. (save questions for tomorrow).  Begin connection with Social studies unit to introduce the text.  Have students create their pre-reading definitions of what a law is. (Right there question/explicit)  Introduce vocabulary in the text *Country, citizen, obey*  Have students discuss the information displayed (image) on the first page.  Read text as students follow along. Create a class definition for law.  Review information covered today  ***Writing – Narrative***  <http://www.uen.org/Lessonplan/preview?LPid=13889>  Review narrative writing and have students work at their pace. Some may be ready to rewrite after conferencing with the teacher | | | | | **Small Group**  <https://www.youtube.com/watch?v=krV2p6FJyYc&index=1&list=PLJXTL2y91_zSYj2S1AMrkfKGJH0ILGgs_>  Petunia by Roger Duvoisin (Remind students they have to read to learn and grow and read to self time is reading time.)  Teacher will review “I” charts for Read to Self and Work on Words (long and short vowels) and share student groups for rotations.  Teacher monitors rotations and pulls students to conference on their narratives. (Can be individual) | | | | **Independent Work**  Students work on their narrative first draft or rewrite after conference with teacher. | |
| **Tuesday**  **Subject Integration:**  Social Studies – government and citizenship | **Whole Group**  ***Word fluency/phonics***  -Compound word review.  Mini lesson [http://www.ixl.com/ela/grade-2/form-compound-words EE.1](http://www.ixl.com/ela/grade-2/form-compound-words%20EE.1) on Smartboard  ***Reading Informational text***  -Teacher asks students to share what was covered in Tuesday’s lesson.  -Today students will learn about answering explicit questions in complete sentences. Complete a choral read of “What is a Law?”  Have the text and questions on the Smartboard.  -Discuss the information as you read through the questions and underline key words in the questions. Model answering questions in complete sentences as they locate the information in the text.  -Stop after a few questions and complete the activity tomorrow.  -Teacher reviews information covered today with a “right there” questions chart.  ***Writing – Narrative***  <http://www.uen.org/Lessonplan/preview?LPid=13889>  Continue at the pace needed for your students. Scaffold this instruction.  Need to create an author’s chair sharing time for students to read their narratives aloud to the class. Work this in based on your writing schedule. Can begin with the ones that have already completed their writing. | | | | | **Small Group**  Teacher will review “I” charts for Read to Self and Work on Words and share student groups for rotations.  Teacher monitors rotations and pulls students to conference on their narratives. (Can be individual) | | | | **Independent Work**  Students work on their narrative first draft or rewrite after conference with teacher. | |
| **Wednesday**  **Subject Integration:**  Social Studies – government and citizenship | **Whole Group**  Compound word review.  Mini lesson [http://www.ixl.com/ela/grade-2/form-compound-words EE](http://www.ixl.com/ela/grade-2/form-compound-words%20%20EE).2 on Smartboard  ***Reading Informational text***  -Students will answer “right there” questions with complete sentences. Teacher and students reread (choral) “What is a Law?” Teacher has text and questions on the Smartboard. Teacher models answering “right there” questions with complete sentences. Students follow along and complete their papers. Only work through the first half of the questions.  ***Writing – Narrative***  Begin the prewriting process with the students today. Students will have the same prompt. | | | | | **Small Group**  Teacher will review “I” charts for Read to Self and Work on Words and share student groups for rotations.  Teacher monitors rotations and pulls students to conference on their narratives. (Can be individual) | | | | **Independent Work**  Students work on their narrative first draft or rewrite after conference with teacher. | |
| **Thursday**  **Subject Integration:**  Social Studies | **Whole Group**  *-Mini lesson* RF review of long/short vowels. <http://www.abcfastphonics.com/vowel-rules.html> Share lessons on the Smartboard whole group  ***Reading Informational Text***  -Continue with “What is a Law?” and questions.  ***Writing – Narrative***  Students continue with their graphic organizers or begin writing their narrative. | | | | | **Small Group**  Teacher will review “I” charts for Read to Self and Work on Words and share student groups for 2 rotations.  Teacher monitors rotations and pulls students to conference on their narratives. (Can be individual) | | | | **Independent Work**  Teacher creates or locates an assessment for compound words and reading comprehension for explicit questions. | |
| **Friday** | **Prepare center rotations with review activities from the last two weeks; this will give the teacher time to do any formative/summative assessments needed.** | | | | |  | | | |  | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |